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ABSTRACT

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (SRT)

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GRADE 12 DIPLOMA EXAMINATION

English 30

Part A: Written Response

June 1986

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GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of THREE assignments. Read the **WHOLE** examination before you begin to write. Follow instructions carefully. Complete **ALL** assignments.

TOTAL TIME: 2½ hours
Budget your time carefully.

The three assignments are as follows:

		Page Number
MINOR ASSIGNMENT ONE:	Personal Response Suggested time: 15-25 minutes Value: 20% of this examination	4
MINOR ASSIGNMENT TWO:	Critical Response Suggested time: 15-25 minutes Value: 20% of this examination	8
MAJOR ASSIGNMENT:	Suggested time: 90-100 minutes Reserve 10 minutes for proofreading. Value: 60% of this examination	12

You may use a DICTIONARY and a THESAURUS.

Space is provided for PLANNING AND DRAFTING and for REVISED WORK.

Please write your revised work in blue or black ink.

DO NOT WRITE YOUR NAME ANYWHERE IN THE TEST BOOKLET

JUNE 1986

Instructions

1. **Read "The Legacy II" and the excerpt from "Going Home" carefully and thoughtfully before you start the writing assignments.**

2. **Read Minor Assignments One and Two and the Major Assignment before you start writing.**

Reading One

THE LEGACY II

Grandfather never went to school
spoke only a few words of English.
a quiet man: when he talked
talked about simple things

planting corn or about the weather
sometimes about herding sheep as a child.
One day pointed to the four directions
taught me their names
El Norte
Poniente Oriente
El Sud

He spoke their names as if they were
one of only a handful of things
a man needed to know

Now I look back
only two generations removed
realize I am nothing but a poor fool
who went to college

trying to find my way back
to the center of the world
where grandfather stood
that day.

Leroy V. Quintana

Reading Two

from GOING HOME

He walked slowly before the house, looking at it as if he might be a stranger, feeling alien and unrelated to it, yet feeling that it was home, the place he dreamed about, the place that tormented him wherever he went. He was afraid someone might come out of the house and see him, because he knew that if he was seen, he might find himself running away. Still, he wanted to see them, all of them, have them before his eyes, feel the full presence of their bodies, even smell them, that old strong Russian smell. But it was too much. He began to feel hatred for everything in the city, and he walked on, going to the corner. There he stood beneath the street lamp, bewildered and disgusted, wanting to see his brother Paul, to talk to the boy, find out what was going on in his mind, how he was taking it, being in such a place, living such a life. He knew how it had been with him when he had been his brother's age, and he hoped he might be able to give his brother a little advice, how to keep from feeling the monotony and the ugliness by reading.

He forgot that he hadn't eaten since breakfast, and that he had been dreaming for months of eating another of his mother's meals, sitting at the old table in the kitchen, seeing her, large and red-faced and serious and angry toward him, loving him, but he had lost his appetite. He thought he might wait at the corner; perhaps his brother would leave the house to take a walk and he would see the boy and talk to him. Paul, he would say, and he would talk to the boy in Russian.

The stillness of the valley began to oppress him, losing its piety, becoming merely a form of the valley's monotony.

Still, he couldn't go away from the house. From the corner he could see it, and he knew that he wanted to go in and be among his people, a part of their lives: he knew this was what he had wanted to do for months, to knock at the door, embrace his mother and his sisters, walk across the floors of the house, sit in the old chairs, sleep in his bed, talk with his old man, eat at the table.

William Saroyan

MINOR ASSIGNMENT ONE

Personal Response Assignment (Suggested time: 15-25 minutes)

The poem "The Legacy II" and the excerpt from the story "Going Home" illustrate that the adults closest to us have a strong and lasting influence. In addition, these adults have stated or implied expectations of us.

Think of one adult who has had a significant influence on your life. What do you think that person expects of you? Why do you think he or she has those expectations?

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 6.

Minor Assignment One

Personal Response

REVISED WORK

There is additional space for Revised Work on page 7.

Minor Assignment One

Personal Response

PLANNING AND DRAFTING

Minor Assignment One

Personal Response

REVISED WORK

MINOR ASSIGNMENT TWO

Critical Response Assignment (Suggested time: 15-25 minutes)

In the excerpt from "Going Home," what is the protagonist's state of mind as he approaches home? Use details from the passage to support your answer.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

Minor Assignment Two

Critical Response

REVISED WORK

There is additional space for Revised Work on page 11.

Minor Assignment Two

Critical Response

PLANNING AND DRAFTING

Minor Assignment Two

Critical Response

REVISED WORK

MAJOR ASSIGNMENT

(Suggested time: 90-100 minutes)

"The Legacy II" and "Going Home" comment on the strong influence that family has on our emotional and psychological responses to ourselves, to others, and to life. This influence may be nurturing, restricting, or both.

COMPARE TWO SELECTIONS IN WHICH THE AUTHORS SHOW THAT INDIVIDUALS ARE AFFECTED BY AND ACT IN RESPONSE TO THE ATTITUDES AND VALUES OF THEIR FAMILIES.

Before planning your composition, read the guidelines below. They are designed to help you select and organize your ideas.

Guidelines for Writing

- **CHOOSE YOUR SELECTIONS CAREFULLY FROM THOSE YOU HAVE STUDIED IN YOUR SENIOR HIGH SCHOOL ENGLISH CLASSES.** The selections you choose may be poems, essays, short stories, plays, novels, other literature, or films.

- **FOCUS YOUR COMPOSITION.** One way of establishing a focus might be to make brief reference to "The Legacy II" and/or to "Going Home." **DO NOT LIMIT YOUR DISCUSSION TO THESE SELECTIONS.**

- **PLAN YOUR COMPOSITION CAREFULLY.** Decide on an appropriate method of introducing, developing, and concluding your composition. Plan to support and develop your ideas with appropriate and specific detail. Although you are using two selections on which to base your composition, unify your ideas. Remember that a comparison may involve discussion of both similarities and differences. DO NOT present a plot summary.

- **REVISE AND PROOFREAD YOUR COMPOSITION CAREFULLY.**

Major Assignment

PLANNING

In the spaces below, write the names of the authors and titles of the literary selections you plan to use in your composition.

Identify the Author and Title (or Source) _____

Identify the Author and Title (or Source) _____

There is additional space for Drafting on even-numbered pages.

Major Assignment

DRAFTING

REVISED WORK

There is additional space for Revised Work on odd-numbered pages.

CREDITS

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William Saroyan. "Going Home" from *Inhale and Exhale*. Copyright 1968, William Saroyan Foundation. Reprinted by permission of William Saroyan Foundation.

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ENGLISH 30 PART A

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ENGLISH 30 PART A

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